

# Social Studies Achievement Rubric for 7<sup>th</sup> Grade Knollwood Report Card

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Performance Indicators	Rubric
Content: Understands ideas and concepts presented	<p>3</p> <p>Responses and other assessments show clear evidence of understanding of historical or geographical concepts</p> <ul style="list-style-type: none"> <li>Analyzes information to clearly and thoroughly explain issues, concepts, and/or draw conclusions</li> </ul>
	<p>2</p> <ul style="list-style-type: none"> <li>Responses and other assessments show a literal interpretation of information</li> <li>Comprehends information and can explain at least one issue or concept with extra support (teacher, materials provided, notes, etc.)</li> </ul>
	<p>1</p> <ul style="list-style-type: none"> <li>Responses and other assessments represent recall of some information</li> <li>Responses demonstrate some recall of major ideas</li> </ul>
	<p>E</p> <ul style="list-style-type: none"> <li>Responses and other assessments show evidence of understanding of history that reaches beyond the topic to make other connections or extend thinking</li> <li>Responses given show evidence of in-depth understanding of relevant historical concepts supported with multiple facts</li> </ul>
Content: Uses critical thinking skills to interpret information	<p>3</p> <ul style="list-style-type: none"> <li>Responses given show detailed supportive evidence</li> <li>Uses previous knowledge and makes connections to examine issues and support ideas</li> <li>Demonstrates clear understanding of scope of problem and central issues</li> </ul>
	<p>2</p> <ul style="list-style-type: none"> <li>Responses given demonstrate relevant historical thinking</li> </ul>

	<ul style="list-style-type: none"> <li>• Prior knowledge and connections are used in a limited manner to examine issues and support ideas</li> <li>• Restates scope of problem and central issues</li> </ul>
	<p>1</p> <ul style="list-style-type: none"> <li>• Ideas may be supported by basic information</li> <li>• Information on a literal level may be used to support ideas</li> <li>• Responses demonstrate recall of major ideas</li> </ul>
	<p>E</p> <ul style="list-style-type: none"> <li>• Responses given show evidence of in-depth, sophisticated understanding of relevant history supported with facts including other historical concepts</li> <li>• Extensively uses previous historical knowledge to provide an in-depth understanding of the problem and to relate it to past and possible future situations</li> <li>• Responses demonstrate the ability to compare and discriminate between problems and central issues</li> </ul>
<p>Content: Recalls pertinent information</p>	<p>3</p> <ul style="list-style-type: none"> <li>• Identifies people, places, landmarks, and other significant historical and/or geographical information</li> <li>• Lists characteristics of concepts in history, government, and/or geography</li> <li>• Labels maps, diagrams, charts, and other graphical displays accurately</li> </ul>
	<p>2</p> <ul style="list-style-type: none"> <li>• With some prompting or other scaffolds (such as a word bank or color coding), identifies people, places, landmarks, and other significant historical and/or geographical information</li> <li>• Lists the essential characteristics of concepts in history, government, and/or geography</li> <li>• Labels salient features of maps, diagrams, charts and other graphical displays with some accuracy.</li> </ul>

	<p>1</p> <ul style="list-style-type: none"> <li>• With the aid of mnemonic devices, visual clues, word banks, and other scaffolds along with an increased contextual exposure, identifies a limited selection of people, places, landmarks, and other significant historical and/or geographical information</li> <li>• Matches some concepts in history, government, and/or geography with some of their essential characteristics when given both</li> <li>• Labels some (though not necessarily the most important) features of maps, diagrams, charts, and other graphical displays when given a word bank and/or other reference materials</li> </ul>
	<p>E</p> <ul style="list-style-type: none"> <li>• Readily identifies people, places, landmarks, and other significant as well as obscure historical and/or geographical information and seeks to find out more</li> <li>• Lists detailed characteristics of concepts in history, government, and/or geography</li> <li>• Labels maps, diagrams, charts, and other graphical displays with precision and detail beyond models given</li> </ul>
<p>Research / Inquiry: Finds and organizes information effectively</p>	<p>3</p> <ul style="list-style-type: none"> <li>• Seeks out more than one source of information using a variety of research aids</li> <li>• Makes judgments about the relevance, quality and reliability of information gathered</li> </ul>
	<p>2</p> <ul style="list-style-type: none"> <li>• Relies mostly on one source of information</li> <li>• Demonstrates a general understanding of the scope of the issue being studied</li> </ul>
	<p>1</p> <ul style="list-style-type: none"> <li>• Attempts to use a single source of information</li> <li>• Limited understanding of the scope of the issue being studied</li> </ul>
	<p>E</p> <ul style="list-style-type: none"> <li>• Expands self-directed research, using multiple aids, researching information under</li> </ul>

	<p>related topics</p> <ul style="list-style-type: none"> <li>• Employs complex reasoning to make judgments about the relevance, quality and reliability of the information gathered</li> </ul>
<p>Communication: Produces in written, graphic, oral formats</p>	<p>3</p> <ul style="list-style-type: none"> <li>• Uses historical or geographical terminology appropriate to the situation when explaining solutions or thinking</li> <li>• Provides clear, effective explanations with detailed evidence</li> <li>• Presents information orally with appropriate volume, clarity, and eye contact</li> <li>• Produces thorough and accurate quality of classwork</li> </ul>
	<p>2</p> <ul style="list-style-type: none"> <li>• Uses appropriate historical or geographical terminology</li> <li>• Presents researched information with key evidence</li> <li>• Presents information with reliance on written materials and inconsistent volume, clarity and eye contact</li> <li>• Limited production of classwork</li> </ul>
	<p>1</p> <ul style="list-style-type: none"> <li>• Uses some historical or geographical terminology</li> <li>• Presents researched information with key evidence omitted, which may hinder communication</li> <li>• Reads information to audience with very little volume, clarity, and eye contact</li> <li>• Attempts to produce classwork</li> </ul>
	<p>E</p> <ul style="list-style-type: none"> <li>• Communications always contain precisely and appropriately-used multiple historical or geographical representations and details to organize and display information.</li> <li>• Analyzes and organizes historical or geographical evidence to make a well-reasoned argument or interpretation that deals with major issues.</li> <li>• Presents information with dynamic and engaging style</li> <li>• Reaches beyond the task, making other connections, and independently produces thorough, accurate, and detailed quality of classwork</li> </ul>